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ABSTRACT

This annotated bibliography lists print and nonprint resources on educating students with attention deficit hyperactivity disorder (ADHD), with special emphasis on inclusive settings. Information provided for the 26 print resources includes bibliographic data, an abstract, and a source which is usually the ERIC (Educational Resources Information Center) system or commercial publishers. Eleven video programs on ADHD are also briefly described. A list of publishers' addresses completes the bibliography. (DB)

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NICHCY Inclusion Bibliography

Educating Students with Attention Deficit Hyperactivity Disorder

An increasing number of students in our schools are being identified as having attention deficit/hyperactivity disorder (ADHD), also known as attention deficit disorder (ADD). For educators, understanding the special learning needs of a student who has ADHD plays a critical part in designing an appropriate educational program for that student and in providing needed behavioral support. Information on the many instructional practices and accommodations that have proven effective with students with ADHD can also help educators maximize these students' possibilities of academic, social, and behavioral success.

Fortunately, much information exists to help general and special educators address their questions and concerns about educating students who have ADHD. This bibliography has been compiled to help all those involved in the education and support of such children and youth identify some of the many resources that are available. While most of the resources listed herein do not focus exclusively on how to address the special needs of a student with ADHD within a general education classroom, they *do* provide indepth information about ADHD and the accommodations and educational practices that can be effective with students who have this disability. As such, these resources will be useful and appropriate for those concerned with educating these students within general education classrooms. Having several of these resources in a departmental, professional, or school library would offer teachers and administrators a ready source of information about ADHD.

We have emphasized resources that are written primarily for teachers, for these tend to be written with a teacher's daily classroom reality in mind, as well as their need for practical, as opposed to heavily theoretical, information. Annotated descriptions of these resources are provided to help readers select those materials most appropriate for their professional and personal needs and concerns.

While not exhaustive of the materials available, this bibliography can serve as a starting point for all those seeking answers, approaches, techniques, and understanding of the complex issues associated with educating children and youth with ADHD.

Print Resources

Armstrong, T. (1994). *Multiple intelligences in the classroom.* Alexandria, VA: Association for Supervision and Curriculum Development. (ERIC Document Reproduction Service No. ED 374 104)

The model presented in this book provides a language for talking about the inner gifts of children, especially those students who have been labeled as having a learning disability (LD) or attention deficit disorder (ADD) during their school careers. The book describes how educators can bring Howard Gardner's theory of multiple intelligences (MI), a means of mapping the broad range of abilities that humans possess, into

This bibliography is one of several available from NICHCY on the subject of educating students with specific disabilities. For those interested in *inclusion* (educating students with disabilities in general education settings), NICHCY's ***News Digest*** called *Planning for Inclusion* (1995) is also available.

the classroom every day. The MI theory is described as a philosophy of education, an attitude toward learning, or a meta-model of education in the spirit of John Dewey's ideas on progressive education rather than a set program of fixed techniques and strategies. The MI are grouped into seven comprehensive categories — linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal. The volume provides concrete examples of how MI can be applied to curriculum development, teaching strategies, classroom management, assessment, special education, and other areas, along with information on how to develop MI lessons and conduct MI assessments. A basic reading list on MI, related books on MI teaching, and examples of MI lessons and programs are appended. (198 pages) (ERIC: LL)

ADD — or ADHD — or AD/HD?

As our understanding of attention deficit disorders has increased, the way in which we refer to the disorder has evolved. In the annotated entries in this bibliography, the acronyms ADD, ADHD, and AD/HD are used interchangeably and typically reflect whatever acronym was being used in the resource in question.

Barbin-Daniels, C.M. (1992, January). Mainstreaming. *Learning, 20*(5), 49.

An elementary school teacher discusses what it was like to have a child with attention deficit disorder in her class. She describes the process of getting him diagnosed and notes strategies that helped her cope with the disorder at school. (ERIC: SM)

Bender, W.H., & Mathes, M.Y. (1995, March). Students with ADHD in the inclusive classroom: A hierarchical approach to strategy selection. *Intervention in School and Clinic, 30*(4), 226-234.

This article provides educators who have students with ADHD in their classrooms with a hierarchical intervention plan that includes unstructured, moderately structured, and highly structured monitoring and instructional intervention strategies including token economy, response cost, multi-teacher behavioral contracts, assertive discipline, and Project RIDE (Responding to Individual Differences in Education). (ERIC: DB)

Braswell, L.B., & Bloomquist, M.L. (1991). *Cognitive-behavioral therapy with ADHD children: Child, family, and school interventions.* New York: Guilford Press.

This book describes Braswell's and Bloomquist's model for treating ADHD and associated disruptive behavior disorders using cognitive-behavioral techniques in the child's natural environments. This is a scholarly text that provides an overview of ADHD, the issues surrounding it (including symptoms which are suggestive of, but which are not, ADHD), and what remains unknown about ADHD. The authors provide detailed discussions of their model and how to use it. They describe specific procedures appropriate for preschoolers, school-age students, and adolescents. Their charts and tables for implementation of specific skills are especially useful. (391 pages)

Burcham, B., & Carlson, L. (1993). *Promising practices in identifying and educating children with attention deficit disorder.* Lexington, KY: Federal Resource Center for Special Education. (ERIC Document Reproduction Service No. ED 363 088)

This report describes findings of a project that identifies promising school-based practices in evaluation and intervention with children having ADD. Introductory material explains the project's purposes and procedures. The next chapter provides an overview of the 26 promising practices identified through nominations by stakeholder consultants and visits to 10 sites. Nine of the 10 site-visited practices are described in some detail, with the remaining 16 receiving a less comprehensive description. Contact information is provided for each practice. Additionally, instructional materials (both commercial and locally prepared) viewed as effective with students having ADD are identified.

A section on implications of the project identifies common characteristics of the schools' promising practices, including a high level of personnel commitment and competence, system-

atic development of social skills, strong administrative support, and a commitment to working with the evaluation of any potential practice for use with this population. Issues addressed are: impact on the student and family, practicality, specificity to ADD, focus on strengths as well as needs, interdisciplinary collaboration, family involvement, sensitivity to multicultural diversity, medical intervention, administrative support, and staff training. Appendices provide additional project detail and forms used in identifying and evaluating practices. (228 pages) (ERIC: DB)

Canter, A. (Ed.). (1995, November). ADD [Special issue]. *NASP Communiqué, 24*(3).

This special issue of the National Association of School Psychologists's newsletter contains a variety of information on ADHD, including reviews of several books, tests, and videos; commentaries; and several articles on a range of topics such as coaching teens with ADHD, legal perspectives (eligibility, identification, program of services, and discipline), evaluating cognitive and behavioral effects of medication for children with ADHD, ethical issues in the use of medication, ADHD across the lifespan, and organizing information for parents and teachers. A stand-alone, pull-out reference guide is included in the center and unfolds into separate sections addressing strategies for teachers, social skills training for children with ADHD, a primer for parents, and a list of resources for parents and teachers.

Chesapeake Institute. (1994). *Teaching strategies: Education of children with attention deficit disorder.* Washington, DC: Author. (ERIC Document Reproduction Service No. ED 370 332)

This booklet presents practices currently in use by teachers of students with ADD in elementary and middle school. Guidelines for diagnosing ADD and discussing diagnosis with parents are provided, and special considerations for working with students who are taking medication are presented. Teaching strategies to build on students' strengths and work around their weaknesses are described, including strategies for classroom management, lesson modification, and family cooperation. A final chapter presents tips for professional development, collaboration, and administrative support. The booklet concludes with guidelines for locating additional resources. (42 pages) (ERIC: PB)

Children and Adults with Attention Deficit Disorders (CH.A.D.D.). (1993). Attention deficit disorders: An educator's guide. *CH.A.D.D. Facts, 5*, 1-4.

CH.A.D.D. offers a number of short factsheets regarding ADD; this one is for educators and provides, in encapsulated form, information on what ADD is, its causes, its prevalence and prognosis, and identifying criteria. The factsheet then focuses on the teacher's challenge and offers suggestions regarding: school-based assessment, classroom organization and management, modifying curriculum, behavioral interventions, and working with parents. (4 pages)

Denner, M. (compiler). (1992). *Reading and children with dyslexia or attention deficit disorders, 1983-1992: Citations and abstracts from the ERIC database.* Bloomington, IN: ERIC Clearinghouse on Reading and Communication Skills. (ERIC Document Reproduction Service No. ED 376 447)

This annotated bibliography of material from the ERIC database presents 59 annotations on the topic of reading and children with dyslexia or attention deficit disorders. Entries in the bibliography are organized into background information on dyslexia and ADD, information for parents, and information for teachers. The annotated bibliography contains listings for a wide range of

ERIC Documents

Many of the documents listed in this bibliography are available through the ERIC system. These documents are identifiable by the "ED" number that follows their citation — for example, ED 372 573.

If you have access to a university or library that has the ERIC collection on microfiche, you may be able to read and photocopy the document there. If not, contact: ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852. Telephone: 1-800-443-3742; (703) 440-1400. Give EDRS the "ED" number; for a nominal fee, you will receive a copy of the document on microfiche or paper.

Obtaining the Books and Journal Articles That Interest You

Many of the documents listed in this bibliography are not available through the ERIC resource system. (These resources — typically, books and journal articles — will not have an "ED" number listed after their citation.)

To help you obtain the *books* that interest you, we've listed the addresses and telephone numbers of publishers at the end of this document. The publisher's name generally appears in the final position in the citation — to illustrate, it appears in **bold** in this example citation:

Five, C.L. (1992). *Special voices.* Portsmouth, NH: **Heinemann**.

Journal articles may be available at a local university or college, local library, or a local professional teachers' library, if the journal in question is part of that institution's collection. If not, you'll need to contact the journal publisher directly to inquire about their duplication policies. Some publishers handle this activity themselves; others will refer you to *University Microfilms International (UMI)* — located at 500 Sansome Street, Suite 400, San Francisco, CA 94111; telephone: 1-800-248-0360 — or to the *Copyright Clearance Center* — located at 222 Rosewood Drive, Danvers, MA 01923; telephone: (508) 750-8400.

materials, including journal articles, books, reports, practica, conference papers, and dissertations. A list of five additional sources of information is attached. (17 pages) (ERIC: RS)

Fiore, T.A., & Becker, E.A. (1994). *Promising classroom interventions for students with attention deficit disorders.* Research Triangle Park, NC: Center for Research in Education. (ERIC Document Reproduction Service No. ED 374 599)

This report presents school-based interventions that teachers can employ in regular classrooms to educate students with ADD. The report attempts to compensate for the limitations in the ADD research literature by extrapolating from research on other difficult-to-teach students to identify and describe academic and social skills interventions that are likely to be effective in regular classrooms with students who have ADD. The first chapter provides an overview of the interventions and explains procedures followed in selecting the interventions.

Each of the remaining eight chapters focuses on a single intervention program. These include: (1) classwide peer tutoring, (2) early literacy program, (3) "Tribes," (4) self-regulated strategy development in writing, (5) earth science videodisc program, (6) skills for school success, (7) aggression replacement training, and (8) life-centered career education. Each of the eight chapters provides a description of the intervention's purpose, its content and activities, implementation requirements, impact on teachers, significant costs, testimonials of effectiveness, limitations, research support, contact point for more information, and a list of references. To a large extent, the program developers, as well as the teachers and administrators who are using the programs successfully, describe the interventions in their own words. (214 pages) (ERIC: JDD)

Fouse, B., & Brians, S. (1993). *A primer on attention deficit disorder* (Fastback 354). Bloomington, IN: Phi Delta Kappa Educational Foundation. (ERIC Document Reproduction Service No. ED 370 319)

This pamphlet explains briefly what is known about ADD and how parents and educators can have a more positive influence on the ADD child's life. It begins with definitions of terminology; characteristics of preschool, school-age, and adult individuals with ADD; and causes of ADD. It discusses special problems associated with ADD, including academic problems, behavior difficulties, interpersonal difficulties, and self-esteem difficulties. Strategies effective in managing ADD are outlined, including medical management, behavioral strategies, cognitive-behavioral therapy, modifications in assignments and tests, and instruction in learning strategies. The pamphlet concludes that, with appropriate

management and treatment during the formative years, the individual with ADD can live a normal and productive life and that it behooves educators to realize the important facilitative roles they serve in the overall treatment plan of children and adolescents with ADD. The pamphlet concludes with a list of 14 resources for educators, 8 resources for students, 9 resources for parents, and 8 parent support groups and organizations. (44 pages) (ERIC: JDD)

Fowler, M. (1992). *CH.A.D.D. educators manual: An indepth look at attention deficit disorders from an educational perspective.* Plantation, FL: Children and Adults with Attention Deficit Disorders. (Contact Caset Associates.)

This book begins with a detailed discussion of what ADD is: its current clinical description and its history. Section Two discusses how ADD manifests itself in school and gives suggestions to teachers on how to incorporate more activity and novelty into their methods and materials. Section Three addresses the factors that compromise learning, including environmental barriers and ineffective information processing by students with ADD. Implications for educators include organizing lessons to facilitate students' information processing and teaching students how to use strategies.

Section Four discusses identification and assessment of ADD, including the school's role, who should conduct the assessment, and how to distinguish ADD from learning disabilities and serious emotional disturbance. Section Five focuses on the principles and practices of intervention: building competence and self-esteem, taking a total management approach, providing medical management, offering a continuum of services, and selecting teachers. This section also includes many suggestions for managing behavior, organizing the classroom, and modifying the curriculum. Section Six takes up the subject of behavioral interventions; the principles of behavioral management are described, as are two model programs.

Final sections of the book address (a) parents and schools working together, (b) the district's legal obligations and students' educational rights, (c) the U.S. Department of Education's Policy Memorandum on ADD; and (d) several CH.A.D.D. publications. (80 pages) (*Editor's note:* A second edition of the manual has recently become available.)

Fowler, M. (1994). Attention-deficit/hyperactivity disorder. *NICHCY Briefing Paper* (rev. ed.), 1-16. (Available from NICHCY, or through the ERIC system.) (ERIC Document Reproduction Service No. ED 378 729)

This briefing paper is intended to improve understanding of AD/HD — what it is, what to look for, and what to do. Three subtypes are identified: (1) the predominantly combined type; (2) the predominantly inattentive type; and (3) the predominantly hyperactive/impulsive type. Causes and incidence of AD/HD are briefly addressed. Signs of AD/HD are discussed, including inattention, hyperactivity, and impulsivity. Essential diagnostic features of the syndrome based on the *Diagnostic and Statistical Manual of Mental Disorders* (4th edition) are listed, and components and sources of a professional diagnostic evaluation for AD/HD are explained.

The discussion of AD/HD treatment addresses: effects of improved understanding of AD/HD, behavior management, medication, and educational intervention. Provision of special educational services is also considered, and basic guidelines for educational intervention are listed. Parents are given suggestions on what to do if their child is found ineligible for services, how to help their child improve his/her self-esteem, and how to find parent support groups. (ERIC: DB)

French, M.P., & Landretti, A.P. (1995). *Attention deficit and reading instruction* (Fastback 382). Bloomington, IN: Phi Delta Kappa Educational Foundation. (ERIC Document Reproduction Service No. ED 383 134)

Attention deficit disorder is examined from the standpoint of teaching reading, and strategies are offered for teaching youngsters who are having difficulty reading due to ADD. Examples of students and scenarios are included. A definition of ADD is presented, along with symptoms that are consistent with inattention and disorganization that may result in underachievement or academic failure.

Consideration is given to: attention deficits and models of reading, ways that attention deficits might affect learning in the elementary classroom, conventional and whole language classrooms, how the reading specialist can support instruction, and assessment of the child with

attention deficits. General classroom modifications that are helpful for working with the student with ADD are considered, as are recommendations for oral reading and fluency, vocabulary development, comprehension, and increasing student motivation. A list of information resources for educators, parents, and children is appended, along with a list of parent support groups and organizations. (40 pages) (ERIC: SW)

Annotations from the ERIC System

Following many of the annotations, you will see text such as "(ERIC: JDD)." This means that the source of the annotation was the ERIC system, and the abstractor's initials were JDD. NICHCY thanks the ERIC system for its permission to reprint its annotations.

Gauchman, R., Wong, A., & Shapiro, L. (1994). *The ADD tool kit.* King of Prussia, PA: Center for Applied Psychology. (Item =P7738)

This kit is designed as a "how to" book for mental health professionals and educators who work with AD/HD children and their parents. Packaged in a binder, the material is organized into easily found "tools" or techniques gathered from the field. Each tool is designed to be highly practical and includes a description of the technique, the most critical information to know about the technique, how it can be used, and resources to help parents, teachers, and mental health professionals use the technique effectively. Some of the tools are: the time-out procedure, preventive intervention, self-monitoring, using biofeedback, social skills training, understanding medication, and anger and frustration control. Resources include: charts, symptom checklists, rating forms, fact sheets, and so on. The Tool Kit also includes a videotape demonstrating how many of the featured techniques are used with children.

Gordon, S.B., & Asher, M.J. (1994). *Meeting the ADD challenge: A practical guide for teachers.* Champaign, IL: Research Press.

This book begins with three case examples to illustrate the diversity of problems that students with ADHD experience. Designed for teachers, this book presents practical information about the needs and treatment of students with ADHD, as well as discusses: theories of child development, a five-stage model for behavioral assessment and functional analysis, matching interventions to student, and evaluating the intervention plan. Basic issues that must be addressed before designing an intervention strategy are explained. Two chapters are devoted to discussing the use of antecedent and consequence interventions that help structure the academic environment and encourage appropriate student behavior. Cognitive-behavior therapy is also explained as a method for helping students learn to regulate their own behavior. The case studies introduced in the beginning are woven throughout the book to illustrate basic assessment and treatment issues. (188 pages)

Knopper, D. (Ed.). (1994, July-August). Mainstreaming the gifted [Special issue]. *Understanding Our Gifted, 6*(6).

This theme issue focuses on mainstreaming children who are gifted. One article by Deidre V. Lovecky summarizes characteristics of gifted students with ADD and stresses the importance of using their creative strengths when working with them.

Kotkin, R.A. (1995, March). Irvine paraprofessional program: Using paraprofessionals in serving students with ADHD. *Intervention in School and Clinic, 30*(4), 235-240.

This article presents a rationale for inclusion of students with ADHD in regular classrooms; identifies current problems in inclusive practices; and offers a model program — the Irvine Paraprofessional Program. This program focuses on using paraprofessional teacher assistants, providing inservice training on behavior modification, establishing a token economy, and providing social skills training.

Masters, L.F., Mori, B.A., & Mori, A.A. (1993). *Teaching secondary students with mild learning and behavior problems: Methods, materials, strategies* (2nd ed). Austin, TX: Pro-Ed.

This text provides a reference of practical and proven ideas for providing learning experiences suited to the background, age, intellectual capabilities, behaviors, and personality of each student with mild learning and behavior problems. This includes

students who have learning disabilities, ADHD, behavioral disorders, conduct disorders, mild mental retardation, or traumatic brain injury. Guidance is given regarding: assessment and evaluation of student progress; educational service delivery models; specific instructional methods, techniques, and materials for remedial, compensatory, tutorial, and strategies-oriented programs; vocational and transition training; social skills training; computer and technology applications in the classroom; and listings of commercially available curricular and instructional materials. (374 pages)

McNeil, C. *AD/HD classroom kit: An inclusive approach to behavior management.* King of Prussia, PA: Childswork/Childsplay. (Item #P7495)

This program is designed to help students with AD/HD perform more successfully in the general education classroom, without being singled out as a "problem." The kit consists of three basic components. The first is a laminated 2x3 foot behavioral chart, which is used to keep track of the behaviors of students, who are grouped into teams (the team approach is intended to help students who might have behavior problems, rather than scape-goating them). Teams earn happy or sad faces, depending upon their behavior. The second component is a Reinforcement Game, which consists of a large target, used by teams who have earned more happy faces than sad faces in a given time period. Each successful team throws a velcro ball at the target; the number the team hits corresponds to one of 50 reward cards. The third component is a 30-minute videotape of how the program works.

Morriss, R. (1990). *Children with attention disorders in school: A descriptive guide for parents and teachers.* (ERIC Document Reproduction Service No. ED 329 061)

This monograph presents a brief guide to definitions, diagnosis, and treatment of ADD in children. ADD is defined and its relationship to hyperactivity explained. A chart summarizes four types of ADD in terms of characteristics, causes, school problems, diagnosis, treatment, and prognosis. Of particular use to the classroom teacher is the discussion of 13 teaching strategies to help the student with ADD. These include: simplify directions, modify the task, structure the child's space, communicate closely with parents, place the child in a highly structured classroom, personalize goals for the inattentive child, establish a secret signal to remind the child to return to the task, implement individual coaching, and have the child eat high protein breakfasts. A sample form for recording a 2-week high protein breakfast trial, a fact sheet on ADD, and a daily report card and reinforcement form are included. (16 pages) (ERIC: DB)

Parker, H.C. (1992). *The ADD hyperactivity handbook for schools: Effective strategies for identifying and teaching students with attention deficit disorders in elementary and secondary schools.* Plantation, FL: Impact Publications.

Designed for teachers, guidance counselors, school psychologists, and administrators, this text emphasizes practical ways to help students with AD/HD. The author discusses such practical issues as school-based assessment, classroom accommodations, behavioral contracting, and IEP development. The handbook also includes a medication management guide for teachers and a list of resources for parents and students with AD/HD.

Rief, S.F. (1993). *How to reach and teach ADD/ADHD children: Practical techniques, strategies, and interventions for helping children with attention problems and hyperactivity.* West Nyack, NY: Center for Applied Research in Education. (ISBN # 08 76 284 136)

This book is intended to serve as a comprehensive guide for school personnel working with students with ADHD, as well as those who have attention problems or learning disabilities, or who are underachieving. Organized into 30 sections, this book gives practical guidance on such topics as: using effective management techniques to prevent behavioral problems; how to focus and maintain student attention; how to teach students organization and study skills; detailed, multisensory strategies for teaching academic skills (e.g., reading, writing, math); learning styles; cooperative learning techniques; medication and its management with a school nurse; techniques for relaxation and visualization; specific intervention for kindergarten and middle or junior high school students; obtaining proper evaluation, assistance, and intervention through a team approach; protocol and steps for referring students; communicating with parents, physicians, and agencies; and how administrators can help teachers and students succeed. (240 pages)

Sullivan, J.E. (1991). *Attention deficit disorders: A guide for teachers [and] the ADD/ADHD student and homework.* Evansville, IN: University of Southern Indiana. (ERIC Document Reproduction Service No. ED 343 294)

This document contains two brief guides intended to provide teachers and parents with basic information and practical help in working with children with attention deficit disorders. In the first guide ADD is defined, and ADD and ADHD are differentiated, with a list of 14 characteristics of ADHD provided. It also provides a list of five rating scales used for diagnosis and identifies two support organizations.

The second guide focuses on the student with ADHD and homework. It covers these students' areas of difficulty, needs (e.g., for frequent feedback or consequences), considerations for teachers (such as the provision of feedback as soon as possible), suggestions for parents (e.g., parental supervision of homework), and some general homework suggestions (including ensuring that homework has a clear purpose). (7 pages) (ERIC: DB)

Wallace, G. (Ed.). (1995, March). Attention-deficit/hyperactivity disorder [Special issue]. *Intervention in School and Clinic, 30*(4).

This issue is a theme issue that focuses on students with ADD/ADHD. Included are articles that focus on assessment, teaching strategies, the inclusive classroom, using paraprofessional, and home-school collaboration.

Weaver, C. (1992). *Understanding and educating attention deficit hyperactive students: Toward a systems-theory and whole language perspective.* Paper prepared by Western Michigan University. (ERIC Document Reproduction Service No. ED 344 376)

This paper argues that ADHD should be viewed as a dysfunctional relationship between an individual with certain predispositions and an environment which generates certain expectations, demands, and reactions. The paper presents and explains a model in which ADHD behaviors result from a combination of inherent neurological factors interacting with environmental circumstances and demands. The paper then presents a systems-theory approach to educating students with ADHD. Ten ways that whole language classrooms may be particularly beneficial for students with ADHD are discussed. The paper also describes additional ways of providing the kinds of structure that these students need, an example illustrating a whole language approach to behavior problems, and low-cost but high-efficiency support services that the school might provide to ADHD students and their teachers. (32 pages) (ERIC: JDD)

Video Programs Addressing ADHD

Numerous video programs are available on the subject of ADHD. In keeping with the theme of this bibliography, we have listed some of the available video resources that have been developed with *teachers* in mind. Viewing these videos may help educators understand the needs and concerns of individuals who have ADHD, how the disorder affects learning and behavior, and effective means of addressing issues that arise inside or outside of the classroom because of ADHD. Programs that address parenting issues are not listed in this bibliography but may be identified by contacting CH.A.D.D. (Children and Adults with Attention Deficit Disorders) or the ERIC Clearinghouse on Disabilities and Gifted Education, at the addresses listed under "Publishers" on page 11.

Availability information on the programs below (i.e., where to obtain them) is given in their citations, with the addresses and telephone numbers of distributors provided under "Publishers" on page 11. *Always contact the distributors to verify video cost and the distributor's payment policies and procedures.*

ABC's of ADD
Video, 30 minutes

This video is an entertaining overview of ADD. Fast paced and informative, it promotes awareness and understanding of ADD.

Available from: JKL Communications
Cost: $29

ABC's of ADD
Video, 57 minutes

Comprehensive and highly informative video covering medical, legal, and personal strategies from childhood to adulthood for individuals with ADD, their parents, and the professionals who work with them.

Available from: JKL Communications
Cost: $49

ADHD: Inclusive Instruction and Collaborative Practices
Video, 38 minutes

This video demonstrates successful and proven teaching techniques that are practical for teachers in general education classrooms. Viewers will see real teachers in real classroom situations with real students with ADHD and similar problems. The focus is on what general educators can do to meet the challenges that these students present and the needs they have.

Available from: National Professional Resources
Cost: $ 99

Thanks to the ERIC Clearinghouse

NICHCY would like to express its deep appreciation to the ***ERIC Clearinghouse on Disabilities and Gifted Education***, at the Council for Exceptional Children. The ERIC Clearinghouse has assembled, in its database VISAGE, an extensive, annotated listing of video and audio programs currently available on disabilities and disability-related issues, and has generously permitted NICHCY to reproduce the descriptions below of programs addressing ADHD.

Our thanks go especially to Barbara Sorenson, Janet Drill, and Bernadette Knoblaugh, whose work this represents.

ADHD in the Classroom: Strategies for Teachers
Video, 40 minutes

This video explores a number of different issues associated with ADHD and is designed specifically to inform teachers of practical ways that will help them provide a better learning atmosphere for all of their students. Dr. Russell Barkley, a recognized authority on ADHD, describes ADHD symptoms and discusses other disorders often associated with ADHD (e.g., learning disabilities, Tourette syndrome, anxiety, and depression).

Available from: A.D.D. Warehouse
Cost: $95

ADHD — What Can We Do?
Video, plus Manual & Leader's Guide, 37 minutes

This program focuses on the most effective ways for managing ADHD — both in the home and in the classroom. Dr. Russell Barkley, clinical practitioner and scientist, begins with a discussion of a key component — parent training. Emphasizing the importance of consistent, immediate responses to bad behavior and positive reinforcement for good behavior, the use of behavior modification techniques such as home-token systems and time-out strategies are demonstrated. The value of joining parent groups is discussed and medications that have been shown

to be effective in the management of ADHD are described in detail. The program then centers on one of the most difficult environments for the ADHD child — school. A kindergarten class is featured that is made up completely of children diagnosed with ADHD. Helpful classroom techniques for teachers and students are also included.

Available from: Guilford Publications
Cost: $95

ADHD — What Do We Know?
Video, plus Manual and Leader's Guide, 36 minutes

This program reviews the history of the disorder and introduces the viewer to three young people who have ADHD: Kevin, an "energetic" six year old; Melissa, a seemingly typical adolescent; and Dan, a shipping department supervisor in his 20's. The full impact of this disorder on the lives of these young people and their families is outlined by Dr. Russell Barkley, scientist and educator. The special problems presented by school are described by Barkley and Cheryl Crosswaite, a special education teacher well versed in the problems of ADHD.

Available from: Guilford Publications
Cost: $95

Answers to ADD — The School Success Tool Kit
Video, 102 minutes

This video features teachers and parents using dozens of practical techniques with students who have ADD, in grades K-12 and in various home and school settings.

Available from: A.D.D. Warehouse
Cost: $45

Attention Deficit Hyperactivity Disorder

This video by Dr. Thomas W. Phelan offers an informative look at children and adolescents with ADHD. Dr. Phelan, well known for his practical and entertaining lectures on child management, has produced this two part video suitable for parents and teachers.

Available from: A.D.D. Warehouse
Cost: $55

Attention Deficit Hyperactivity Disorder: Diagnosis and Management: A Training Program for Teachers
Video, 77 minutes

This instructional videotape is intended for training teachers about the characteristics of ADHD and how to more effectively teach and manage students with this disorder. The tape is divided into 4 sections covering the following topics: (a) a description of the characteristics of ADHD; (b) a review of the assessment process leading to a diagnosis of ADHD; (c) a summary of interventions outside of the school environment, medication, and family therapy; and (d) a detailed description of behavior management procedures, suggestions for altering the classroom environment, and strategies to improve the school functioning of students with ADHD.

Available from: University of Kentucky, Medical Television
Cost: $10.75

Educating Inattentive Children: A Guide for the Classroom
Video, 120 minutes

This two-hour video is ideal for inservice to general and special educators concerning problems that inattentive elementary and secondary students experience. It provides educators with information necessary to identify and evaluate classroom problems caused by inattention and most importantly a clear, well defined set of practical guidelines to effectively educate this population.

Available from: A.D.D. Warehouse
Cost: $95

Inclusion of Children & Youth with Attention Deficit Disorder
Video, 40 minutes

A comprehensive video resource for teachers and parents that is highly suitable for staff development and teacher training programs. Its focus is on causes, diagnosis and treatments for ADHD, as well as home-based and school intervention.

Available from: National Professional Resources, Inc.
Cost: $79

It's Just Attention Disorder—A Video Guide for Kids
Video, 30 minutes
Package includes User's Manual & Study Guide

This video is designed to help parents, teachers, physicians, and counselors assist the child and adolescent with attention disorder in becoming an active participant in the treatment process. It is designed to acquaint the student with basic information concerning the nature and treatment of ADHD.

Available from: A.D.D. Warehouse
Cost: $95

PUBLISHERS

A.D.D. Warehouse, 300 NW 70th Avenue, Plantation, FL 33317. Telephone: 1-800-233-9273.

Caset Associates, 3927 Old Lee Highway, Fairfax, VA 22030. Telephone: 1-800-545-5583.

Center for Applied Psychology, P.O. Box 61586, King of Prussia, PA 19406. Telephone: 1-800-962-1141.

Center for Applied Research in Education, contact Allyn and Bacon, P.O. Box 11071, Des Moines, IA 50336-1071. Telephone: 1-800-947-7700.

Children and Adults with Attention Deficit Disorders (CH.A.D.D.), 499 NW 70th Avenue, Suite 109, Plantation, FL 33317. Telephone: (954) 587-3700.

Childswork/Childsplay, see Center for Applied Psychology, above.

Guilford Press, 72 Spring Street, New York, NY 10012. Telephone: 1-800-365-7006.

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JKL Communications, P.O. Box 40157, Washington, DC 20016. Telephone: (202) 223-5097.

National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814. Telephone: (301) 657-0270.

National Professional Resources, 25 South Regent Street, Port Chester, NY 10573. Telephone: 1-800-453-7461.

NICHCY [National Information Center for Children and Youth with Disabilities], P.O. Box 1492, Washington, DC 20013. Telephone: 1-800-695-0285 (V/TT); (202) 884-8200 (V/TT).

Pro-Ed, 8700 Shoal Creek Boulevard, Austin, TX 78757. Telephone: (512) 451-3246.

Research Press, 2612 North Mattis Avenue, Champaign, IL 61821. Telephone: (217) 352-3273.

University of Kentucky, Medical Television, 207 HSLC, 760 Rose Street, Lexington, KY 40536-0232. Telephone: (606) 323-8053.

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